DOCUMENT RESUME

ED 140 851 IR 004 978

AUTHOR Thomas, Diana M.
TITLE Integration of Information Science in UCLA's Two-Year Program.
PUB DATE 77
NOTE 8p.; Paper presented at the annual meeting of the Association of American Library Schools (Washington, D.C., January 28-30, 1977)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Graduate Study; *Information Science; *Integrated Curriculum; Library Education; Library Programs; Library Schools; Library Science; *Program Descriptions
IDENTIFIERS University of California Los Angeles

ABSTRACT

UCLA's commitment to integrating information science and librarianship began early with its first Masters of Library Science degree awarded in 1961 and its first Masters of Science degree awarded in 1966. Since 1972-73 it has offered a two year MLS program which requires students to identify an area of special interest and to prepare a specialization paper; information science can be an area of specialization. Each student in the first year of the program takes nine required courses considered fundamental to professional library competence. One of these is Introduction to Information Science, and several of them incorporate "information science" as appropriate. During the second year students not specifically committed to information science as a specialty also may choose appropriate advanced courses in the field. Such choices are realistic because the program's background requirements include familiarity with a programming language and mathematics in addition to foreign language competence. The flexibility of the two-year program and the quarter calendar makes it possible not only to prepare librarians specializing in information science, but also to provide other librarians with basic and advanced skills in information science. (Author/AP)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED140851

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

INTEGRATION OF INFORMATION SCIENCE IN UCLA'S TWO-YEAR PROGRAM

Diana M. Thomas

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Diana M. Thomas

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

IR 004 978

FIL

ABSTRACT

INTEGRATION OF INFORMATION SCIENCE IN UCLA'S TWO-YEAR PROGRAM

Diana M. Thomas

UCLA's commitment to integrating information science and librarianship began early. Its first Masters of Library Science graduated in 1961, and its first Master of Science in Information Science in 1966. Since 1972/73 it has offered a two-year MLS program which requires students to identify an area of special interest and to prepare a specialization paper. Information science can be an area of specialization.

Each student in the first year of the program takes nine required courses considered fundamental to professional library competence. One of these is Introduction to Information Science and several of them incorporate "information science" as appropriate. During the second year students not specifically committed to information science as a specialty also may choose appropriate advanced courses in the field. Such choices are realistic because the program's background requirements include familiarity with a programming language and mathematics in addition to foreign language competence.

The flexibility of the two-year program and the quarter calendar makes it possible not only to prepare librarians specializing in information science, but also to provide other librarians with basic and advanced skills in information science.

INTEGRATION OF INFORMATION SCIENCE IN UCLA'S TWO-YEAR PROGRAM

by

Diana M. Thomas
Assistant Professor, Graduate School of
Library and Information Science, UCLA

I am not here as an authority on this subject. My field is bibliography and the history of books and printing, and I have been at UCLA only two and one half years. Perhaps what I lack in authority I will gain in credibility. Our program is well-integrated.

Basic Facts

UCLA's program seems sufficiently different to make a presentation of a few basic facts about it worthwhile. Our is a somewhat new school. It was authorized in 1958 and we were accredited in June 1962, a year after our first MLS was graduated. A second degree, the Master of Science in Information Science, was authorized in 1965 with the first one being awarded the following year. Twelve students were graduated with the MSIS.

Since 1972/73 UCLA has had a two-year MLS program in which each student chooses an area of specialization, and fifteen have specialized in information science. While twenty-seven graduates have chosen an information science degree or specialization, information science has been an integral part of the education received by most of our 1,064 graduates to date.

The two-year program at UCLA developed gradually, beginning in 1961 when in cooperation with the Biomedical Library we offered the Certificate of Specialization in Medical Librarianship. Moreover, during the School's first decade curriculum reorganization and development were of particular concern. (The University of California system went from a semester to a quarter calendar in 1966/67.) The School sought to develop a curriculum that would allow: 1) greater emphasis on information science, 2) introduction to research methodology, 3) reduction of the technical content of the courses, and 4) distinction between the professionally-oriented courses (which we number as 400's and of which we offer twenty-nine plus two as internships) and the academically-oriented (numbered in the 200's and of which we offer twenty-five).

Program Requirements

For graduation we require eighteen courses, nine of which we consider basic and required for professional competence. These include three introductory courses in bibliography, library science, and information science, a course in descriptive cataloging and one in subject cataloging, a course in basic sources of information, one in comprehensive bibliography, a selection and acquisitions course, and a management course. With this foundation our students enter their second year and take nine advanced or specialized courses. These specialized courses may be in other departments or in GSLIS and up to three of them may be devoted to an internship.

In addition to courses we require a comprehensive examination in which the student must "demonstrate the interralated nature of all competencies when confronted with a major issue of concern in the field," and a specialization paper. The specialization paper is an "in-depth examination of a problem in an area of the student's competence." It should represent new work and/or

analysis and indicate the place and significance of a specific problem.

We also have three background requirements which we prefer to be completed before the program is begun but which must be satisfied before graduation. We require reading competence in two foreign languages (or one in depth), mathematical competence, preferably as demonstrated by a college-level statistics course, and familiarity with a programming language such as PL 1.

These program requirements accept and acknowledge the role of information science in librarianship, and reflect UCLA's early recognition of the value it could have for libraries.

Information Science at UCLA'S GSLIS

It was inevitable that information science be a part of specific courses from very early on. Probably in 1960 it was included in the Bibliography of Medical and Life Sciences and in the Bibliography of Science, Engineering and Technology. In 1963 the History of Library Technology course incorporated information science, and the Special Libraries and Special Collections course reflected its importance.

Separate courses have been devoted to information science since Data Processing in the Library was introduced in 1964. This course was required for the MLS from 1965 until 1967 when Introduction to Information Science became the course required of all students.

From the beginning UCLA recognized that special background and skills were required on the faculty if the School was to do its best by the students. On that basis specialist faculty were brought into the School. In 1959 Robert M. Hayes offered, through University Extension and the Mathematics Department, the first of a half dozen, two-week summer short courses: Information Storage and Retrieval.

From 1961 Professor (now Dean) Hayes has been associated with the Library School, having accepted a full-time regular appointment in 1964. And since 1967/68 we have been pleased to include Professor Hal Borko among our colleagues. It is a tribute to these men that they have not been isolated specialists, but rather have stimulated true acceptance and integration of librarianship and information science in basic courses through the interest and enthusiasm generated by them and their students.

In our school all students recognize the basic concerns and contributions of information science to librarianship; it is not a field separate and apart. In addition students can take special courses which focus directly on information science areas. While these advanced courses form a strong program for students wishing to accept information science as their specialty, they are open to students in any area of specialization. Because of the flexibility provided by our two-year program and quarter calendar, students not primarily committed to information science can and do participate in these more advanced courses. Students need not choose between being a specialist in information science or knowing little of it; they may acquire additional skills in various areas.

Problems

The problems of which I am aware are not large ones nor are they unique to our school. While I cannot say that we have the best of all possible worlds, we seem to be as near to it as anyone. The integration that we have achieved helps to overcome the resistance of students who have no particular interest in information science. It also overcomes or circumvents the tendency that students have to keep course work compartmentalized, protecting librarianship from information science as they often do reference from cataloging. But I recognize a problem in that students are not always aware of the extent of their familiarity with information science if they have been

introduced to it as part of cataloging or bibliographic searching. This is particularly true if we have refused to use the latest, separatist jargon. Furthermore the non-specialist in information science finds it easy to become caught up in examples and applications without really acknowledging and clearly indicating which differences are superficial and which are fundamental. It continues to be necessary to strike a balance between the attraction of novelty and productive principles. There are students (and professionals) who continue to equate the computer or terminal with information science.

I feel our biggest remaining challenge is in the three courses offering the background and overview of bibliography, information science, and librarianship. How can we effectively co-ordinate these three areas while keeping the principles of the newer approaches clearly and systematically exposed? But surely that is a familiar and widespread concern.